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ABSTRACT

Florence-Darlington Technical College (FDTC) in Florence, South Carolina, has implemented the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM) community-based programming (C-BP) model for developing a regional economic development strategic plan. FDTC offers 27 associate degrees, 10 diplomas, and 9 certificate programs and was originally founded to prepare local residents for the increasing technical nature of area jobs. The ACCLAIM model was designed to assist the 114 community colleges in North Carolina, South Carolina, Virginia, and Maryland in expanding their mission and leadership roles to include greater emphasis on C-BP. The model is comprised of 15 processual tasks providing a systematic approach to solving community issues and is designed to result in the identification and resolution of major issues, the creation of cooperative and unified efforts, the acceptance of high community expectations among community members, and the emergence of new leaders. As a result of implementing the ACCLAIM model, FDTC developed a definition of C-BP, established C-BP training institutes, revised college mission and goals statements, established an environmental scanning committee and regional economic development partnership with other groups concerned with economic development, and organized county planning groups. Problems encountered in the process included a lack of communication and skepticism among participants. Appendixes provide maps of the FDTC service area, a list of major employers, information on the ACCLAIM model, FDTC's definition of C-BP, and timelines and organizational charts related to FDTC initiatives. (TGI)

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A Regional Economic Development Partnership for Community-Based Programming

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"A Regional Economic Development Partnership for Community-Based Programming"

Florence-Darlington Technical College's presentation of "A Regional Economic Development Partnership for Community-Based Programming" was given to community college professionals at the National Initiative for Leadership and Institutional Effectiveness (NILIE) conference in Greensboro, NC, on October 16, 1995. Dr. Rick Garrett, Associate Vice President for Technical and General Education, and Walter Parker, Community-Based Programming Coordinator, conducted the presentation which focused on the following:

1) Background on Florence-Darlington Technical College, Florence, SC
2) Overview of ACCLAIM
3) Presentation of the Community-Based Programming model
4) Application of the model for developing a regional economic development strategic plan
5) Discussion and questions

Background on Florence-Darlington Technical College and Its Service Area -

Initially founded to prepare the region's residents for the increasing technical nature of jobs in the Florence, Darlington, and Marion County region, Florence-Darlington Technical College is one of sixteen member institutions in the South Carolina technical educational system. Located in Florence, South Carolina, the college originally consisted of thirty thousand square feet of building space and opened its doors to two hundred fifty students in March 1964. Today, the college's one hundred acre campus

houses seven buildings comprising approximately two hundred sixty thousand square feet, and serves over three thousand two hundred curriculum students and twelve thousand continuing education students. The college offers twenty-seven associate degree, ten diploma, and nine certificate programs. Additionally, Florence-Darlington Technical College has the highest number of accredited programs of any institution in the South Carolina technical education system.

Located in the Pee Dee Region, a six county area in the northeast quadrant of the state, the college's three-county service area is home to approximately two hundred fifty thousand residents. The Pee Dee Region enjoys a diverse population and employment base and includes major industries such as paper products, electronics, pharmaceutical research, plastics, steel, health care, agriculture, and textiles. Some of the largest employers in the region include: Wellman, Inc., Sonoco Products, Dupont, Amana, McLeod Regional Medical Center, General Electric Medical Systems, Nucor Steel, Stone Container, ESAB Group, Hoffman-LaRoche, and CSX Transportation.

Overview of ACCLAIM -

ACCLAIM (Academy for Community College Leadership Advancement, Innovation, & Modeling), a W.K. Kellogg funded, multi-year grant, is an integral part of the Department of Adult and Community College Education at North Carolina State University. ACCLAIM exists to demonstrate how to reposition the one hundred fourteen community colleges in the upper south region (North Carolina, South Carolina, Virginia, and Maryland) through modifying and expanding their mission and leadership role to include greater emphasis on community-based programming. The expanded role of the

one hundred fourteen community colleges will include performing as activists and catalysts to effect collaboration among the people and leaders of other community-based agencies and organizations in defining and seeking solutions to current and emerging issues that are of critical concern to the people in their respective service area communities.

The Community-Based Programming Model -

ACCLAIM's Community-Based Programming Model is comprised of fifteen Processual Tasks which provide a systematic approach to solving community issues of wide public concern with a "grass roots" approach. The fifteen Processual Tasks are:

1) Each community college should develop and adopt a definition of community-based programming that encompasses those basic principles and concepts required to fulfill its mission as a community-based institution.

2) The community college needs to increase its knowledge about the social-cultural, economic, and political environment in which it functions.

3) The community college should examine critically and, if needed, reinterpret or modify its mission, philosophy, goals, organizational structure, and mode of operation to give emphasis to community-based programming as one of its major programmatic thrusts.

4) Consistent with its modified mission, philosophy, goals, organizational structure, and mode of operation, the community college should establish an appropriate and functional mechanism for scanning its external environment to identify and rank, in order of importance, current and emerging issues that are or will be of critical concern to the community and its people.

5) The community college chief executive officer should provide leadership for the environmental scanning committee in its study of the community to discern existing and emerging issues of major importance to the people.

6) The environmental scanning committee should seek further confirmation and legitimization of the identified and ranked issues from significant other community leaders and power brokers.

7) The community college should proceed to study, analyze, and map the service area's publics that are affected by each of the identified and ranked issues.

8) The community college selects and uses appropriate processes and techniques for identifying both the formal and the informal leaders within the target and significant other publics.

9) The community college, as a catalyst, initiates dialogue with leaders and spokespersons of the issue-specified target public and significant other public(s). The object is to attain consensus among the leaders and spokespersons that the issue is important and is influencing or will influence negatively the quality of life or well-being of the target public.

10) The community college creates the setting for coalition leaders to become involved in analyzing the issue and the situation within which it is embedded, and in formulating and committing to a unified plan of action for resolving the issue.

11) The community college provides leadership for the coalition in developing, coordinating, and carrying out the plan of action.

12) Throughout implementation of the plan of action, periodic and planned opportunities are provided for coalition leaders and significant other community leaders to report on

progress made, obstacles encountered, and to explore strategies not included in the initial plan of action for possible use in resolving the issue.

13) The community college provides catalytic leadership for the coalition in assessing the final outcome achieved through the plan of action in resolving the issues and in determining the cost-effectiveness of the plan of action. Further, the community college assumes the responsibility for seeing that participants learn how to reflect constructively on that plan.

14) Planned outcomes are arranged for coalition leaders to report to their respective constituencies, agencies, or organizations, as well as other stakeholders, on the results attained or progress made in resolving the issue.

15) The coalition, with the counsel and assistance of community college officials, uses the results of the plan of action to develop and implement new plans or strategies for continued treatment of the issue.

As a result of implementing community-based programming through completion of the fifteen Processual Tasks, a community college can expect to see the following outcomes from its efforts:

1) the identification of and movement toward resolution of major issues that are of critical concern to the community and its people;

2) the creation of a unified synergy that transcends the forces of fragmentation in the community and cultivates a cooperative spirit of teamwork, resolve, and optimism among the people, their leaders, and stakeholder groups and organizations;

3) the acceptance of high community expectations by the people, their leaders, and other community-based agencies and organizations from working together and developing a broad-based, institutionalized community system to deal with issues of wide public concern and;

4) the emergence and development of new leaders and current leaders who are representative of all persons in the community.

With a clear understanding of the fifteen Processual Tasks, and eager to achieve the type of results possible from implementing the ACCLAIM Community-Based Programming model, Florence-Darlington Technical College saw its endeavor unfold in the following manner:

1) Develop a meaningful, internal definition of community-based programming (PT 1) - Florence-Darlington Technical College defined community-based programming as "a systematic process that uses an environmental scanning committee to identify key issues affecting Florence-Darlington Technical College's service area. The College plays a catalytic and leadership role in promoting collaboration among stakeholder groups to facilitate the resolution of these issues."

2) ACCLAIM/Community-Based Programming training institutes and development of community-based programming (PT 2) - This phase called for training selected college employees and members of the college's governing board (the Area Commission) in the theory and practical applications of community-based programming.

3) College mission statement and annual goals and objectives (PT 3) - As stated in the fifteen Processual Tasks, it was necessary to revisit the college's mission statement and

make changes which reflected the college's desire to become community-based. It was also appropriate at this point to set annual goals and objectives and determine how those goals and objectives would be evaluated.

4) Environmental Scanning Committee and identification of issues (PT 4, 5) - An Environmental Scanning Committee comprised of senior level college employees, members of the Area Commission, education professionals, clergy, legal professionals, medical professionals, members of municipal and county governments, area economic development professionals, and distinguished members of the business community was put together and charged with scanning the area environment for issues of wide public concern relevant to the region. This was accomplished through reading the area's numerous newspapers, listening to and watching local talk shows, talking with area residents and colleagues at work, religious functions, and various civic organization meetings. One advantage to such an inclusive group is that true representation of the area's interests is achieved. Although the Environmental Scanning Committee identified economic development as its macro issue of greatest concern to the area, many other macro issues were identified as important to the community including: crime, healthcare, education, and race relations. The macro issue of economic development was deemed to be the most critical issue by the environmental scanning committee because it encompassed many of the same sub-issues associated with the other macro issues considered by the committee.

5) Establishment of the Regional Economic Development Partnership (PT 6, 7) - In an effort to reduce redundancy, the college tried to capitalize on work previously completed regarding economic development. As many times happens, there were other groups in the

region who were also concerned with the area's economic development direction. In an effort to pool resources, the college sought to form working partnerships with those groups. One of those groups was the Pee Dee Regional Economic Development Partnership, which was comprised of business leaders from Florence, Darlington, Marion, and Dillon counties, who were concerned with the area's lack economic development outside of the Florence, SC, metropolitan area. The college and the Partnership also sought assistance from the SC Department of Commerce, which under the direction of the state's new Governor, was promoting regional economic development. From this effort to pool resources, the Pee Dee Regional Economic Development Steering Committee was formed and consisted of three managing partners, the Pee Dee Regional Economic Development Partnership, the SC Department of Commerce, and Florence-Darlington Technical College. The managing partners' first act was to develop the following economic development issue statement: "With increasing competition for tax dollars and decreasing county and municipal resources, the lack of a broad-based vision and plan for economic development is having adverse affects on all aspects of society within the Pee Dee region of South Carolina. A regional approach is deemed to be an effective means of maximizing the limited resources. The purpose of this collaborative, regional economic development initiative and strategic planning process is to position the four-county Pee Dee region to be more competitive in securing economic development opportunities. Because of the diversity within the region and each of its counties, the initiative must take into account and blend both local and regional needs."

6) Begin economic development initiative on the county level (PT 8, 9) - Although the overall goal was to identify ways of enhancing economic development on a regional basis, it could not happen without first studying economic development on a county-by-county basis. It was thought that by letting each of the four counties identify issues relevant to its needs, common issues suitable for regionalization would surface.

7) County coalitions are formed (PT 10, 11) - The macro issue of economic development is extremely broad and encompasses many sub-issues such as job creation, technical skills training, industrial park development, local mass transportation, intergovernmental relationships, and alternative cash crops. For this reason, the individual county coalitions were divided into taskforces to further study the sub-issues for their respective counties that impacted on economic development. When this study and analysis was completed the taskforces reconvened as a county group and presented the related findings. These sub-issues were then prioritized and put into a plan-of-action.

8) County planning groups and Regional Steering Committee finalize plans and implementation procedures (PT 12) - Once the individual counties had prioritized its list of sub-issues and developed plans-of-action, the plans were submitted to the Regional Steering Committee. A prioritized list from the county plans was then developed based on a regional perspective. From this prioritized list, a regional plan-of-action was created.

9) Elected officials and other stakeholders assess progress and implementation (PT 13, 14, 15) - Each participating county's economic development professional will monitor progress of the implementation plans and will report on the progress to the Pee Dee Regional Economic Development Steering Committee. College representatives on the

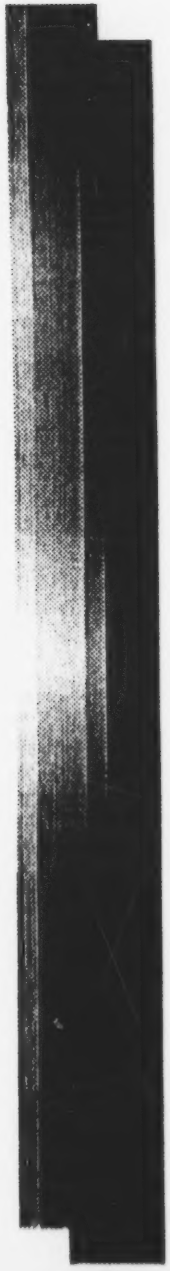
Steering Committee will in turn report on the progress to the environmental scanning committee and to the college's governing board, the Area Commission.

With any undertaking of this scope and magnitude, initial problems are unavoidable. Because of the number of people (approximately 250 from four counties) involved in the project and having three managing partners, a lack of communication, regardless of how infrequent, causes problems and duplication of work, which in turn drains resources. Another problem incurred by the managing partners was skepticism by the participants. Any time the public is involved, there are going to be those who are skeptical of the process and its chances for success. If not properly addressed, the skepticism can be contagious and lead to larger than normal attrition levels.

To be successful, there are three necessary factors which must be present at all times: communication, commitment, and flexibility. Because community-based programming is an ongoing process, and any identified issues can take years to fully resolve, total commitment on the part of all involved must be maintained. Additionally, change is inevitable. New people are continually added to the project, some drop out for various reasons, people's priorities change, and the environment continually changes. For these reasons, the participants and managers must be flexible and adapt quickly to any changes. Failure to do so can jeopardize the success of any community-based programming initiative.

Although some identified sub-issues are still months and even years away from total resolution, Florence-Darlington Technical College has already incurred many benefits from its community-based programming efforts. First, because community-based

programming brings together a community's formal leaders and grass-roots population, there has been an increased understanding and appreciation among the participants of each other. Second, because four counties have been working together for a common goal, there has been an erosion of the imaginary boundaries that existed from municipality-to-municipality and from county-to-county. Thoughts of regionalism are starting to emerge. Third, many participants have developed new friendships and some have formed business associations. Lastly, and though not intentional, Florence-Darlington Technical College has increased its name recognition in the region and further solidified its solid reputation as a leader and supporter of its service area.



FLORENCE-DARLINGTON

TECHNICAL COLLEGE

National Initiative for Leadership and Institutional Effectiveness (NILIE)

Team Building For Quality Conference

"A Regional Economic Development Partnership for Community-Based Programming"

Rick L. Garrett
Walter A. Parker

Greensboro, North Carolina
October 16, 1995

OVERVIEW

I. Background on Florence-Darlington Technical College, Florence, S.C.

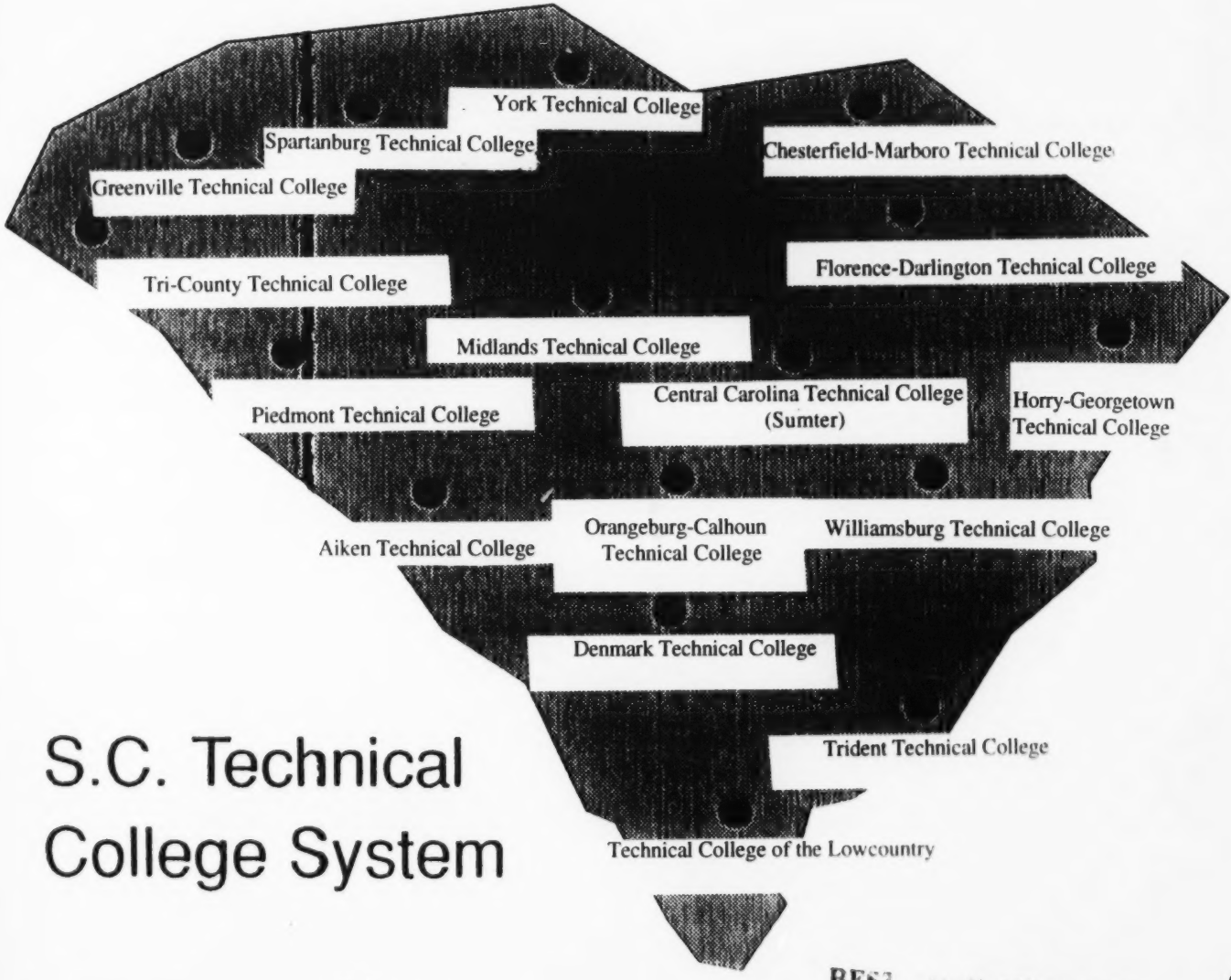
II. Introduction of ACCLAIM

III. Present Community-Based Programming Model

IV. Application of the Model for Development of a Regional Economic Development Strategic Plan

V. Discussion and Questions

Florence-Darlington Technical College



S.C. Technical College System

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Florence-Darlington Technical College

Service Area

Population: 250,000

Major Industries: Paper Products, Electronics, Pharmaceutical Research, Plastics, Steel, Health Care, Agriculture, and Textiles

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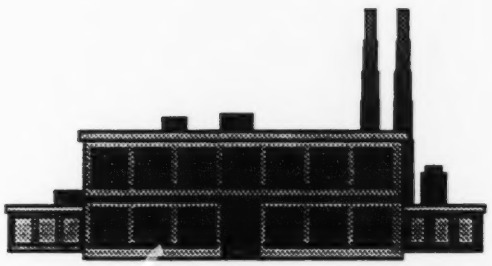

MAJOR EMPLOYERS

Aluminum Ladder
Asea Brown Boveri
Bruce Hospital System
Caloric
Carolina Power & Light
Champus / BCBS
Coleman Outdoor Products
CSX Transportation
Delta Industries
Dixie Products
E.I. Du Pont
ESAB Group
Fleet Real Estate Funding
Francis Marion University
G.E. Medical Systems
Hoffman-LaRoche
Institution Food House
Interstate Brands Companies
Klear-Knit
Koppers Industries
LA-Z-BOY Chairs
McLeod Regional Medical Center
Nanya Plastics
Nucor Steel
Sara Lee Hosiery
Sonoco Products
Southeastern Steel
Stone Container
Superior Machine
Tupperware
Vulcraft
Wellman

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Florence-Darlington Technical College

ACCLAIM and Community-Based Programming

Academy for Community College
Leadership Advancement
Innovation, and Modeling **(ACCLAIM)**

N.C. State University
Department of Adult & Community College Education
Dr. Edgar Boone

Technical Colleges in
South Carolina, North Carolina, Virginia,
and Maryland

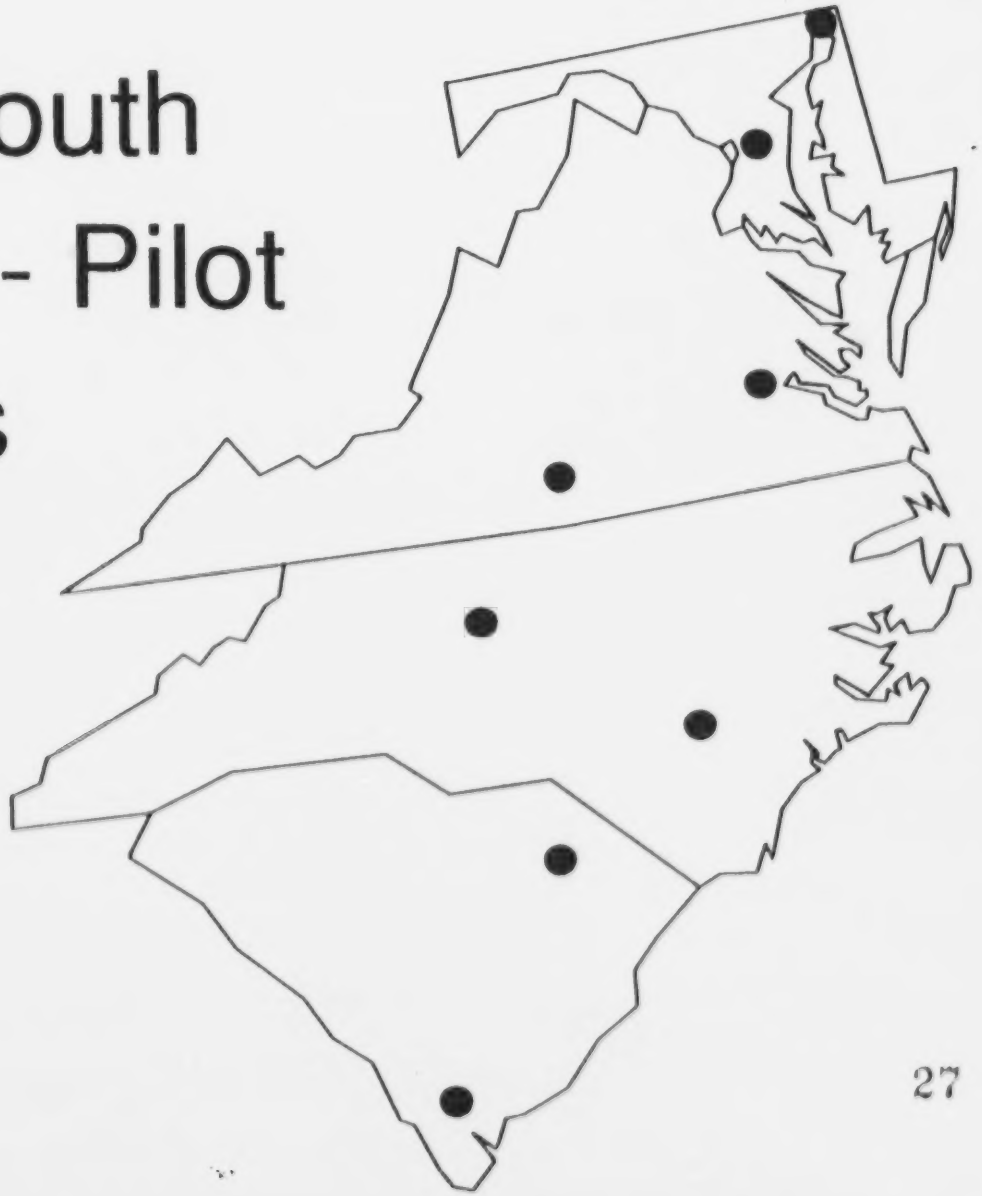
Purpose of ACCLAIM

To demonstrate how to reposition the 114 community colleges in the region (N.C., S.C., Va., Md.) through modifying and expanding their mission and leadership role to include greater emphasis on community-based programming.

The expanded role of the 114 community colleges will include performing as activists and catalysts to effect collaboration among the people and leaders of other community-based agencies and organizations in defining and seeking solutions to current and emerging issues that are of critical concern to the people in their respective service area communities.

Florence-Darlington Technical College

Upper South Region -- Pilot Colleges



Florence-Darlington Technical College

Community-Based Programming Definition

Community-Based Programming is a systematic process that uses an environmental scanning committee to identify key issues affecting Florence-Darlington Technical College's service area. Florence-Darlington Technical College plays a catalytic and leadership role in promoting collaboration among stakeholder groups to facilitate the resolution of these issues.

Community-Based Programming
Processual Tasks

1. Each community college should develop and adopt a definition of community-based programming that encompasses those basic principles and concepts required to fulfill its mission as a community-based institution.

2. The community college needs to increase its knowledge about the social-cultural, economic, and political environment in which it functions.

3. The community college should examine critically and, if needed, reinterpret or modify its mission, philosophy, goals, organizational structure, and mode of operation to give emphasis to community-based programming as one of its major programmatic thrusts.

4. Consistent with its modified mission, philosophy, goals, organizational structure, and mode of operation, the community college should establish an appropriate and functional mechanism for scanning its external environment to identify and rank, in order of importance, current and emerging issues that are or will be of critical concern to the community and its people.

5. The community college chief executive officer should provide leadership for the environmental scanning committee in its study of the community to discern existing and emerging issues of major import to the people.

6. The environmental scanning committee should seek further confirmation and legitimation of the identified and ranked issues from significant other community leaders and power brokers.

7. The community college should proceed to study, analyze, and map the service area's publics that are affected by each of the identified and ranked issues.

8. The community college selects and uses appropriate processes and techniques for identifying both the formal and the informal leaders within the target and significant other publics.

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PROCESSUAL TASKS(CONT.)

9. The community college, as a catalyst, initiates dialogue with leaders and spokespersons of the issue-specified target public and significant other public(s). The object is to attain consensus among the leaders and spokespersons that the issue is important and is influencing or will influence negatively the quality of life or well-being of the target public.

10. The community college creates the setting for coalition leaders to become involved in analyzing the issue and the situation within which it is embedded, and in formulating and committing to a unified plan of action for resolving the issue.

11. The community college provides leadership for the coalition in developing, coordinating, and carrying out the plan of action.

12. Throughout implementation of the plan of action, periodic and planned opportunities are provided for coalition leaders and significant other community leaders to report on progress made, obstacles encountered, and to explore strategies not included in the initial plan of action for possible use in resolving the issue.

13. The community college provides catalytic leadership for the coalition in assessing the final outcome achieved through the plan of action in resolving the issues and in determining the cost-effectiveness of the plan of action. Further, the community college assumes the responsibility for seeing that participants learn how to reflect constructively on that plan.

14. Planned opportunities are arranged for coalition leaders to report to their respective constituencies, agencies, or organizations, as well as other stakeholders, on the results attained or progress made in resolving the issue.

15. The coalition, with the counsel and assistance of community college officials, uses the results of the plan of action to develop and implement new plans or strategies for continued treatment of the issue.

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EXPECTED OUTCOMES OF

COMMUNITY-BASED PROGRAMMING

(BOONE 1992)

I. **The identification of and movement toward resolution of major issues that are of critical concern to the community and its people;**

II. **The creation of a unified synergy that transcends the forces of fragmentation in the community and cultivates a cooperative spirit of teamwork, resolve, and optimism among the people, their leaders, and stakeholder groups and organizations;**

III. **The acceptance of high community expectations by the people, their leaders, and other community-based agencies and organizations from working together and developing a broad-based, institutionalized community system to deal with issues of wide public concern; and**

IV. **the emergence and development of new leaders and current leaders who are representative of all persons in the community.**

Application of the C-BP Model to the Development of a Regional Economic Development Strategic Plan

I. ACCLAIM/C-BP Training Institutes and Development of Community-Based Programming (PT 1,2)

II. College Mission Statement and Annual Goals & Objectives (PT 3)

III. Environmental Scanning Committee and Identification of Issues (PT 4,5)

IV. Establishment of Regional Economic Development Partnership (PT 6,7)

V. Begin Economic Development Initiative on County Level (PT 8,9)

VI. County Coalitions (Task Forces) are formed (PT 10,11)

VII. County Planning Groups and Regional Partnership Finalize Plans and Implementation Procedures (PT 12)

VIII. Elected Officials and Other Stakeholders Assess Progress and Implementation (PT 13, 14, 15)

Environmental Scanning Committee

Macro-Issue: Economic Development

Sub-Issues:

- Job Creation
- Layoffs/Downsizing/Displacements
- Technical Skills Training
- Industrial Park Development
- Employee Involvement Training
- Alternative Cash Crops
- New Agri-business/Commodities
- Diversity of Growth
- Economic Disparity
- Right To Work Law
- Local Mass Transportation
- Commercial Transportation (Airport)
- Intergovernmental Relationships

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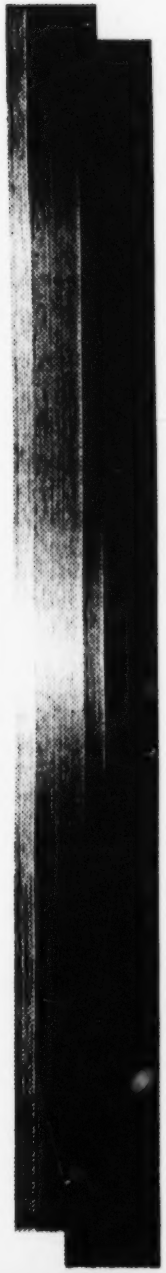
ECONOMIC DEVELOPMENT ISSUE STATEMENT

With increasing competition for tax dollars and decreasing county and municipal resources, the lack of a broad-based vision and plan for economic development is having adverse affects on all aspects of society within the Pee Dee region of South Carolina. A regional approach is deemed to be an effective means of maximizing the limited resources. The purpose of this collaborative, regional economic development initiative and strategic planning process is to position the four-county Pee Dee region to be more competitive in securing economic development opportunities. Because of the diversity within the region and each of its counties, the initiative must take into account and blend both local and regional needs.

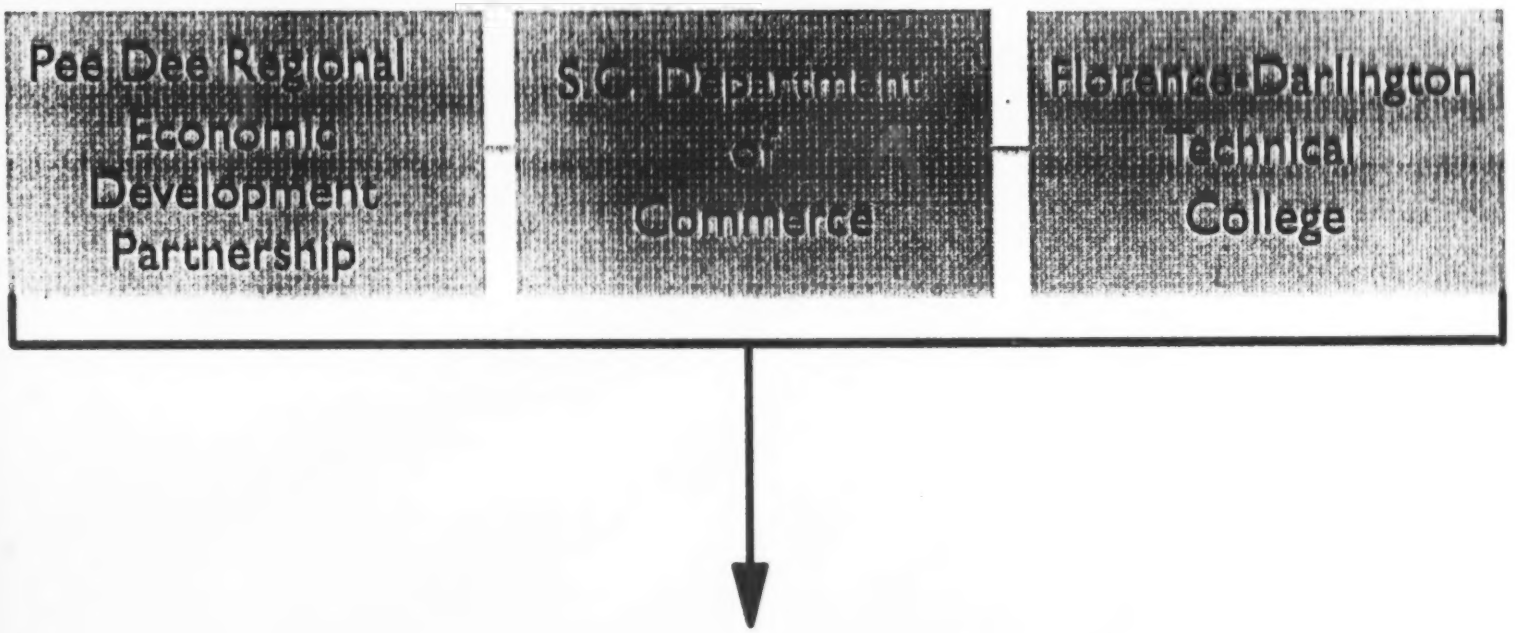


FLORENCE-DARLINGTON

TECHNICAL COLLEGE

The Pee Dee Regional Economic Development Initiative

The Managing Partners


Pee Dee Regional Economic Development Partnership
S.C. Department of Commerce
Florence-Darlington Technical College

The Pee Dee Regional Economic Development Initiative

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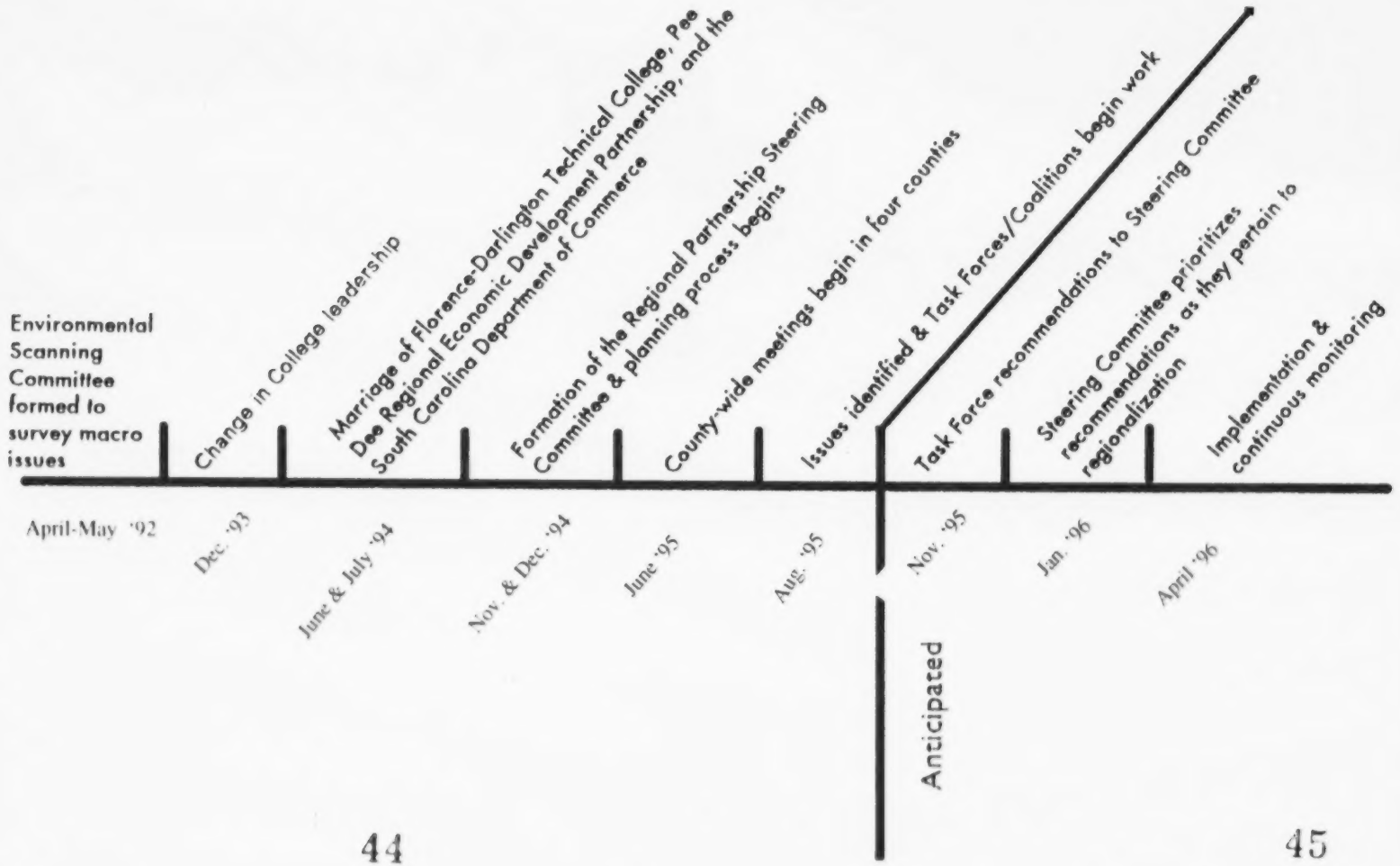
Pee Dee Regional Economic Development Initiative's Time Reference


Environmental Scanning Committee formed to survey macro issues
April-May '92
Change in College leadership
Dec. '93
Marriage of Florence-Darlington Technical College, Pee Dee Regional Economic Development Partnership, and the South Carolina Department of Commerce
June & July '94
Formation of the Regional Partnership Steering Committee & planning process begins
Nov. & Dec. '94
County-wide meetings begin in four counties
June '95
Issues identified & Task Forces/Coalitions begin work
Aug. '95
Task Force recommendations to Steering Committee
Nov. '95
Steering Committee prioritizes recommendations as they pertain to regionalization
Jan. '96
Implementation & continuous monitoring
April '96
Anticipated

Planning Process

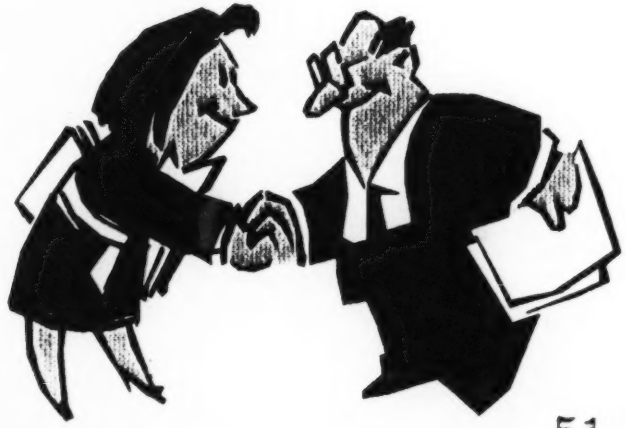
- Identification of :
  - (a) Formal Leaders
  - (b) Informal Leaders
  - (c) Stakeholders
- Training of FDTC's employees in facilitation skills
- Meetings with facilitators to cover planned agendas
- Meetings with managing partners to plan proper course of action and to iron out small details
- Contingency planning

Initial Problems

- communication
- attrition
- skepticism

Factors Necessary For Success

- communication
- commitment
- flexibility



Benefits Already incurred

- breaking down of imaginary boundaries - thoughts of regionalism starting to emerge
- rivalries turning into cooperation
- racial understanding
- new friendships and business associates formed
- increased name recognition for Florence-Darlington Technical College

FLORENCE-DARLINGTON

TECHNICAL COLLEGE